



Canadian International School of Egypt (CISE)
El Tagoma, El Khames,
4th District, Zone 6, New Greater Cairo, Egypt
Telephone: 202-617-4500



Canadian International School of Egypt (CISE)
Social Sciences Department
HRT3M- World Religions: Beliefs, Issues, and Religious Traditions

Course Outline

Teacher:	Jason Brazeau
Time:	September 2013, Semester 1
Course Title/Grade:	World Religions: Beliefs, Issues, and Religious Traditions
Course Type:	Mixed
Ministry Course Code:	HRT3M
Credit Value:	1
Prerequisite	None
Ministry Document:	The Ontario Curriculum, Social Sciences and Humanities, Grades 11 & 12, 2013

Course Description

This course enables students to discover what others believe and how they live and to appreciate their own unique heritage. Students learn about the teachings and traditions of a variety of religions, the connection between religion and the development of civilization, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Overall Curriculum Expectations

Research and Inquiry Skills (A)

By the end of this course, students will:

- explore topics related to world religions and belief traditions, and formulate questions to guide their research (1)
- create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry tools (2)
- assess, record, analyze, and synthesize information gathered through research and inquiry (3)
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills (4)

Approaches to The Study of The Sacred (B)

By the end of this course, students will:

- demonstrate an understanding of various reasons for the study of world religions and belief traditions (1)
- demonstrate an understanding of terms and concepts related to the study of world religions and belief traditions (2)
- demonstrate an understanding and assess the strengths and weaknesses of various approaches to the study of world religions and belief traditions (3)

Religious and Spiritual Impulse (C)

By the end of this course, students will:

- explain some of the ways people use religious and belief traditions to meet human needs (1)
- analyze ways in which various religions and belief traditions conceptualize the journey of life as a spiritual journey and quest for meaning (2)
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Sacred Teaching and Principles (D)

By the end of this course, students will:

- Outline the central tenets, practices, and teachings of various religions and belief traditions (1)
- Analyze the role of sacred writings and oral teachings in various religions and belief traditions (2)
- Analyze how individuals with specific roles have influenced the development of various religions and belief traditions (3)

Rites and Observance (E)

By the end of the course, students will:

- Demonstrate an understanding of the type of daily observances associated with various religions and belief traditions and of the role of these observances in the lives of adherents (1)
- Demonstrate an understanding of the ways in which rituals and rites reflect the understandings and principles of various religions and belief traditions (2)

Social and Cultural Contexts (F)

By the end of the course, students will:

- Identify and analyze ways in which various religions and belief traditions were embodied in cultural forms (1)
- Analyze the interaction between society and various religions and belief traditions (2)
- Demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society (3)
- Describe and analyze ways in which various religions and belief traditions are interpreted and adapted within civil society and popular culture (4)

Description of Course Units

<u>Unit</u>	<u>Title</u>	<u>Time</u>
1	The Religious Impulse	15
2	Hinduism	15
3	Buddhism	15
4	Judaism	15
5	Christianity	15
6	Islam	15
7	Culminating	20
		110 Hours

Mark Breakdown and Assessment Evaluation

Your level of performance on a number of activities will determine your midterm and final grades. Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

- **Knowledge and Understanding** (evaluation of your knowledge of facts and terms and understanding of concepts and theories)
- **Thinking/Inquiry** (evaluation of your critical and creative thinking and inquiry skills)
- **Communication** (evaluation of your ability to communicate information and ideas in a variety of ways)
- **Application** (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

ASSESSMENT & EVALUATION

Essential Evidence

A. COURSE WORK 70%

-Quizzes, Tests, Assignments, Projects

B. CULMINATING ACTIVITIES

1: Culminating Activity

2: Final Exam 30%

NOTE: SOME ASSESSMENT/ EVALUATION COMPONENTS MAY BE ALTERED DEPENDING ON TOPIC INTEREST, CLASS DEMAND OR TIME CONSTRAINTS. STUDENTS WILL BE MADE AWARE OF ANY CHANGES WITH AN UNDERSTANDING THAT MODIFICATIONS ARE IN THEIR BEST INTEREST.

Achievement Chart

Percent Grade Range	Achievement Level	Summary Description
80-100%	4	A very high to outstanding level of achievement. Achievement is above the provincial standard
70-79%	3	A high level of achievement. Achievement is at the provincial standard
60-69%	2	A moderate level of achievement. Achievement is below but approaching the provincial standard
50-59%	1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	<i>Insufficient achievement of curriculum expectations. A credit will not be granted</i>	

Late Assignment Policy

Students are expected to complete all assignments on time. Teachers and the principals will assist students in developing good work habits, including time management, and in developing the attitudes that lead to success in life, including pride in work done. The cooperation of parents is invited and is essential.

Assignments that are late or incomplete will result in:

- First day: loss of 10%, and 5% every day after until complete
- Will be referred to Student Success room until assignment is complete
- If a student has not handed in their assignment by the time it is marked and returned to students, a grade of 0 will be assigned.

IF A STUDENT IS ABSENT THE DAY THAT AN ASSIGNMENT IS DUE, THE ASSIGNMENT MUST BE E-MAILED TO ME BY 3:00 FOR THE LATE PENALTY TO NOT BE ASSESSED.

Missed Test Policy

If a student is absent the day of a test, he/she must have their parent/guardian contact Mr. Jason and explain the reason for the absence. A doctor's note must also be presented in order for the student to re-write the missed test

Academic Honesty

It is expected that all essays, assignments, projects and the like, presented by students for assessment, will be their own work. The advent of the Internet, which is a superb source of information for students, has led to a large increase in plagiarism the presentation of another person's work as your own. Plagiarism includes students copying into their work, sentences, paragraphs, graphics and so on from another author, without providing an acknowledgment of the source.

Plagiarism becomes an increasingly frequent problem as students get older. It is also a problem in post-secondary institutions, which regard it so seriously that they will often require a student who has been academically dishonest to withdraw from their program. The school wishes to cooperate with parents in developing students' commitment to academically honest practices. If a student presents work for assessment that contains another person's work, without adequate acknowledgement, the work will be returned un-assessed and parents will be contacted to set additional consequences, including suspension, depending on the grade and the extent of the plagiarism.

Plagiarized work will be assigned a zero grade.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Comes to school regularly, on time and ready to learn;
- Is prepared for all classes by bringing required material and completing homework assignments on time;
- Is responsible for any work missed in classes due to absence;
- Shows respect for themselves, for others and for those in authority;
- Develops self-discipline and shows courtesy through language and actions toward all members of the school community;
- Shows respect for school property and the personal belongings of others;
- Cooperates with other members of the school community;
- Resolves interpersonal conflicts and difficulties through discussions with the other person or through seeking assistance from school personnel;
- Refrains from bringing anything to school that may compromise the safety of others (e.g. alcohol, illegal drugs, weapons, objects which may be used as weapons);
- Follows the established rules and takes responsibility for his/her actions.

If you have any problems or issues throughout the year, I have an open door policy so please come and talk to me. If there is anything that I can do to help I would love to do so. You can also contact me through e-mail at jbrazeau@cise-eg.com.

Thanks
Mr. Jason

Student Signature

Parent/Guardian Signature